Social Work 506

SOWK 506—Human Behavior in the Social Environment

Three Units

2017 Academic Year

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Office: City Center
Office Hours: Mondays 12:00-1:00

Course Day: Monday
Course Time: 1:00-3:50
Course Location: MRF

I. COURSE PREREQUISITES

None

II. CATALOGUE DESCRIPTION

The person-in-environment, biopsychosocial perspective is the lens through which theories of personality, family, group, organization, community, and culture and the interaction among these systems are explored.

III. COURSE DESCRIPTION

This course prepares students with a critical working knowledge of a set of core theories of human behavior and development as foundational preparation for the social work field. The course introduces students to the values and ethics of social work and to the profession’s person-in-environment orientation for understanding human behavior. Biopsychosocial dimensions of human behavior are critically examined through focused study in four intellectual domains considered essential for 21st-century social work: neurobiological aspects of behavior, psychodynamic theory, social cognitive behavioral theory, and social network theory. These domains provide a core set of lenses through which students will learn to critically analyze how people develop and function across a spectrum of micro to macro social systems (e.g., individual, family, social group/network, organizational/institutional, community, cultural, and temporal), and how these systems promote or impede health, well-being, and resiliency. The course will afford students the opportunity to thoughtfully apply theoretical concepts and empirical knowledge to case studies of contemporary situations involving a range of adaptive issues for a diverse array of client systems. Special attention will be given to the influence of diversity characterized by (but not limited to) age, gender, class, race, ethnicity, culture, sexual orientation, disability, and religion. The course makes important linkages between theory, practice, and research, specifically in evaluating biopsychosocial factors that impinge on person-in-environment functioning across micro, mezzo, and macro contexts.
IV. COURSE OBJECTIVES

<table>
<thead>
<tr>
<th>Objective #</th>
<th>Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Teach the values and ethical standards of social work, as well as the profession’s person-in-environment, biopsychosocial framework for understanding human behavior in the social environment. Provide an environment that encourages students to explore how their particular gender, age, religion, ethnicity, social class, and sexual orientation influence their personal ethics and how these variables may affect their ethical decision-making in professional practice.</td>
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<tr>
<td>2</td>
<td>Provide opportunities for students to increase awareness of the dynamics of social privilege, social disadvantage, and social inequality, and the unique needs of diverse populations (gender, race, sexual orientation, social class, religion, and vulnerable and oppressed groups). Help students to critically examine the extent to which mainstream theories of behavior and development consider the special influence of diversity on human behavior.</td>
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<tr>
<td>3</td>
<td>Foster students’ critical analysis of theories and their relation to the social work profession in order to provide students with analytical skills necessary to integrate and apply multiple (sometimes competing) perspectives, using varying learning formats through both oral and written assignments and case study analysis.</td>
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<tr>
<td>4</td>
<td>Present foundation materials on the complex nature and scope of human behavior and the social environment and how understanding of behavior theories assist social workers in becoming effective change agents in micro, mezzo, and macro contexts. Emphasis will also be placed on the role of research in generating, supporting, and revising the knowledge base, as well as the relative gap in evidence across theories and populations.</td>
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<tr>
<td>5</td>
<td>Provide the theoretical foundation needed for students to develop core knowledge of human behavior and the social environment. Demonstrate an in-depth understanding of four major domains of knowledge (neurobiology, psychodynamic theory, behaviorism/social cognitive theory, and social network theory) considered foundational to 21st-century social work practice.</td>
</tr>
</tbody>
</table>

V. COURSE FORMAT/INSTRUCTIONAL METHODS

The course will encompass a combination of diverse learning modalities and tools, which may include, but are not limited to the following: didactic presentations by the instructor; small- and large-group discussions; case studies; videos; guest speakers; experiential exercises; and computer-based, online activities.

The online teaching and learning environment provided by the University’s Blackboard Academic Suite™ System (https://blackboard.usc.edu/) will support access to course-related materials and communication for on-ground students, whereas, the Virtual Academic Center (VAC) platform will be utilized for MSW@USC students.

VI. STUDENT LEARNING OUTCOMES

Student learning for this course relates to one or more of the following ten social work core competencies.

<table>
<thead>
<tr>
<th>Social Work Core Competencies</th>
<th>SOWK 506</th>
<th>Course Objective</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1 Demonstrate Ethical and Professional Behavior</strong></td>
<td>✧</td>
<td>1</td>
</tr>
<tr>
<td><strong>2 Engage in Diversity and Difference in Practice</strong></td>
<td>✧</td>
<td>2 and 3</td>
</tr>
<tr>
<td></td>
<td>Advance Human Rights and Social, Economic, and Environmental Justice</td>
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<tr>
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<tr>
<td>4</td>
<td>Engage in Practice-Informed Research and Research-Informed Practice</td>
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<tr>
<td>5</td>
<td>Engage in Policy Practice</td>
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<tr>
<td>6</td>
<td>Engage with Individuals, Families, Groups, Organizations, and Communities</td>
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<tr>
<td>7</td>
<td>Assess Individuals, Families, Groups, Organizations, and Communities</td>
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<tr>
<td>8</td>
<td>Intervene with Individuals, Families, Groups, Organizations, and Communities</td>
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<tr>
<td>9</td>
<td>Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities</td>
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</tbody>
</table>

* Highlighted in this course
The following table explains the highlighted competencies for this course, the related student learning outcomes, and the method of assessment.

<table>
<thead>
<tr>
<th>Competencies/ Knowledge, Values, Skills</th>
<th>Student Learning Outcomes</th>
<th>Method of Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Demonstrate Ethical and Professional Behavior:</strong></td>
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<tr>
<td>▪ Understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels</td>
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<tr>
<td>▪ Understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas</td>
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<td>▪ Recognize personal values and the distinction between personal and professional values, and understand how their personal experiences and affective reactions influence their professional judgment and behavior</td>
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<tr>
<td>▪ Understand the profession’s history, its mission, and the roles and responsibilities of the profession</td>
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<td>▪ Understand the role of other professions when engaged in interprofessional teams</td>
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<tr>
<td>▪ Recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective</td>
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<td>▪ Understand emerging forms of technology and the ethical use of technology in social work practice</td>
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<tr>
<td>Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context</td>
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<td>Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations</td>
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<tr>
<td>Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication</td>
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<tr>
<td>Use technology ethically and appropriately to facilitate practice outcomes</td>
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<td>Use supervision and consultation to guide professional judgment and behavior</td>
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<tr>
<td>Assignment 1 Class Participation</td>
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<tr>
<td>Assignment 1, 2, and 3 Class Participation</td>
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<tr>
<td>Assignment 1, 2, and 3</td>
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</table>
**Engage in Diversity and Difference in Practice:**

- Understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including, but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status.
- Understand that, as a consequence of difference, a person’s life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim.
- Understand the forms and mechanisms of oppression and discrimination, and recognize the extent to which a culture’s structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power.

- Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels.

- Present themselves as learners and engage clients and constituencies as experts of their own experiences.

- Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.

**Assignment 1, 2, and 3 Class Participation**

**Advance Human Rights and Social, Economic, and Environmental Justice:**

- Understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education.
- Understand the global interconnections of oppression and human rights violations, and are knowledgeable about theories of human need and social justice and strategies to promote social and economic justice and human rights; social workers understand strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably and that civil, political, environmental, economic, social, and cultural human rights are protected.

- Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels.

- Engage in practices that advance social, economic, and environmental justice.

**Assignment 1, 2, and 3 Class Participation**
## Engage In Practice-Informed Research and Research-informed Practice:

- Understand quantitative and qualitative research methods and their respective roles in advancing a science of social work and in evaluating their practice
- Know the principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge
- Understand that evidence that informs practice derives from multidisciplinary sources and multiple ways of knowing
- Understand the processes for translating research findings into effective practice

| Use practice experience and theory to inform scientific inquiry and research | Assignment 3 Class Participation |
| Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings | Assignment 3 Class Participation |
| Use and translate research evidence to inform and improve practice, policy, and service delivery | Assignment 3 Class Participation |

## Engage in Policy Practice:

- Understand that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the federal, state, and local levels
- Understand the history and current structures of social policies and services, the role of policy in service delivery, and the role of practice in policy development
- Understand their role in policy development and implementation within their practice settings at the micro, mezzo, and macro levels and actively engage in policy practice to effect change within those settings
- Recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy
- Knowledgeable about policy formulation, analysis, implementation, and evaluation

| Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services |  |
| Assess how social welfare and economic policies impact the delivery of and access to social services |  |
| Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice |  |
### Engage With Individuals, Families, Groups, Organizations, and Communities:

- Understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities.
- Value the importance of human relationships.
- Understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities.
- Understand strategies to engage diverse clients and constituencies to advance practice effectiveness.
- Understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies.
- Value principles of relationship-building and interprofessional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate.

<table>
<thead>
<tr>
<th>Engage With Individuals, Families, Groups, Organizations, and Communities:</th>
<th>Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies</th>
<th>Assignment 1, 2, and 3 Class Participation</th>
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<tbody>
<tr>
<td></td>
<td>Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies</td>
<td>Assignment 1, 2, and 3 Class Participation</td>
</tr>
<tr>
<td>Assess Individuals, Families, Groups, Organizations, and Communities:</td>
<td>Collect and organize data, and apply critical thinking to interpret information from clients and constituencies</td>
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<tr>
<td>• Understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities</td>
<td>Assignment 3</td>
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<tr>
<td>• Understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations, and communities</td>
<td>Class Participation</td>
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<tr>
<td>• Understand methods of assessment with diverse clients and constituencies to advance practice effectiveness</td>
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<tr>
<td>• Recognize the implications of the larger practice context in the assessment process and value the importance of interprofessional collaboration in this process</td>
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<tr>
<td>• Understand how their personal experiences and affective reactions may affect their assessment and decision-making</td>
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<tr>
<td></td>
<td>Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies</td>
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<tr>
<td></td>
<td>Assignment 1, 2, and 3</td>
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<td></td>
<td>Class Participation</td>
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<td></td>
<td>Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies</td>
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<td></td>
<td>Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies</td>
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<tr>
<td><strong>Intervene With Individuals, Families, Groups, Organizations, and Communities:</strong></td>
<td><strong>Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies</strong></td>
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<tr>
<td>• Understand that intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities</td>
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<tr>
<td>• Become knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities</td>
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<tr>
<td>• Understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to effectively intervene with clients and constituencies</td>
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<tr>
<td>• Understand methods of identifying, analyzing and implementing evidence-informed interventions to achieve client and constituency goals</td>
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<tr>
<td>• Value the importance of interprofessional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, interprofessional, and interorganizational collaboration</td>
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<tr>
<td><strong>Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies</strong></td>
<td><strong>Assignment 1, 2, and 3 Class Participation</strong></td>
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<tr>
<td><strong>Use interprofessional collaboration as appropriate to achieve beneficial practice outcomes</strong></td>
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<tr>
<td><strong>Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies</strong></td>
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<td><strong>Facilitate effective transitions and endings that advance mutually agreed-on goals</strong></td>
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</tbody>
</table>
Evaluate Practice With Individuals, Families, Groups, Organizations, and Communities:

- Understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations and communities
- Recognize the importance of evaluating processes and outcomes to advance practice, policy, and service delivery effectiveness
- Understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in evaluating outcomes
- Understand qualitative and quantitative methods for evaluating outcomes and practice effectiveness

Select and use appropriate methods for evaluation of outcomes

- Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes
- Critically analyze, monitor, and evaluate intervention and program processes and outcomes
- Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels

Assignment 1, 2, and 3

Class Participation

VII. COURSE ASSIGNMENTS, DUE DATES, AND GRADING

<table>
<thead>
<tr>
<th>Assignment Description</th>
<th>Due Date</th>
<th>% of Final Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) In-class Quiz: Neurobiology &amp; PIE</td>
<td></td>
<td>20%</td>
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<tr>
<td>units 1-3</td>
<td>Unit 4</td>
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<tr>
<td>2) In-class short answer quiz</td>
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<td>20%</td>
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<tr>
<td>units 4-6</td>
<td>Unit 7</td>
<td></td>
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<tr>
<td>3) In-class short answer quiz</td>
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<td>20%</td>
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<tr>
<td>units 7-9</td>
<td>Unit 10</td>
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<tr>
<td>4) Life History Paper and Analysis</td>
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<td>30%</td>
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<tr>
<td>units 10-14</td>
<td>Unit 15</td>
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<tr>
<td>5) Class Participation</td>
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<td>10%</td>
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<td></td>
<td>Ongoing</td>
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</tbody>
</table>

Each of the major assignments is described briefly below. Detailed guidelines for each assignment will be distributed in class.
1) In-class Quiz 1: Neurobiology (20%)
Students will complete a brief, in-class, multiple-choice assessment of their knowledge of basic neurobiology and short answer questions which student will applying systems theory and the ecological perspective, using a biopsychosocial, person-in-environment approach
Due: Unit 4
This assignment relates to student learning outcomes 1, 2, 4, 7.

2) Take-home Quizzes: Theoretical Analysis (40% of course grade; each quiz is 20%)
Students will complete two (2) in class quizzes. Quiz 1 will be based on content from Units 4 through 6 (early childhood development and personality theories) and second quiz will be based on content from Units 7 through 9 (school-age child development and learning theories).
Due: Units 7, 10
This assignment relates to student learning outcomes 1, 2, 4, 7.

4) Life History Interview and Analysis (30% of course grade)
Students will integrate their learning across the semester by analyzing a life history of an older adult (age 70 or older) and writing a theoretical analysis of the person’s development and behavior across the life course.
Due: Unit 15
This assignment relates to student learning outcomes 1, 2, 3, 4, 7.

5) Class Participation (10% of course grade)
Students’ active involvement in the class is considered essential to their growth as practitioners. Consistent attendance, preparation for and participation in class discussions and activities, timely completion of coursework and assignments, and personal conduct that fosters a respectful, collegial, and professional learning environment are expected.

Class participation will be assessed according to the following criteria:

10 (A): Outstanding: Contributions in class reflect exceptional preparation, and participation is substantial. Ideas offered are always substantive. Regularly provides one or more major insights and comments that provoke deeper thought. If this person were not a member of the class, the quality of discussion and class activities would be diminished markedly.

9 (A–): Very Good: Contributions in class reflect thorough preparation, and frequency in participation is high. Ideas offered are usually substantive. Regularly provides good insights and comments that provoke thought. If this person were not a member of the class, the quality of discussion would be diminished.

8 (B): Good: Contributions in class reflect solid preparation. Ideas offered are usually substantive, and participation is regular. Provides generally useful insights and some comments that provoke thought. If this person were not a member of the class, the quality of discussion would be diminished somewhat.

7 (C): Adequate: Contributions in class reflect some preparation. Ideas offered are somewhat substantive. Provides some insights, but seldom offers comments that provoke deeper thought. Participation is somewhat regular. If this person were not a member of the class, the quality of discussion would be diminished slightly.

6 (D): Inadequate: Says little in class and does not adequately participate in activities or present insights or ideas. Does not appear to be engaged. Submits late work. If this person were not a member of the class, the quality of discussion would not be affected.
5 (F): Nonparticipant: Attends class without engaging in the class discussion or actively participating in class activities. Submits late work or does not submit at all.

0–4 (F): Unsatisfactory: Misses class. When present, contributions in class reflect inadequate preparation. Ideas offered are seldom substantive, and behavior may be inappropriate and/or disrespectful. Unable to work effectively on in-class assignments/activities and detracts from the learning process. Regularly misses assignment deadlines, if work is submitted at all.

Class grades will be based on the following letter grade distribution:

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Grade Point Equivalent</th>
</tr>
</thead>
<tbody>
<tr>
<td>93–100</td>
<td>A</td>
</tr>
<tr>
<td>90–92</td>
<td>A–</td>
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<tr>
<td>87–89</td>
<td>B+</td>
</tr>
<tr>
<td>83–86</td>
<td>B</td>
</tr>
<tr>
<td>80–82</td>
<td>B–</td>
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<tr>
<td>77–79</td>
<td>C+</td>
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<tr>
<td>73–76</td>
<td>C</td>
</tr>
<tr>
<td>70–72</td>
<td>C–</td>
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</tbody>
</table>

Within the School of Social Work, grades are determined in each class based on the following standards, which have been established by the faculty of the school: (1) Grades of A or A– are reserved for student work that not only demonstrates very good mastery of content but that also shows that the student has undertaken a complex task, has applied critical thinking skills to the assignment, and/or has demonstrated creativity in her or his approach to the assignment. The difference between these two grades would be determined by the degree to which the student has demonstrated these skills. (2) A grade of B+ will be given to work that is judged to be very good. This grade denotes that a student has demonstrated a more-than-competent understanding of the material being tested in the assignment. (3) A grade of B will be given to student work that meets the basic requirements of the assignment. It denotes that the student has done adequate work on the assignment and meets basic course expectations. (4) A grade of B– will denote that a student’s performance was less than adequate on an assignment, reflecting only moderate grasp of content and/or expectations. (5) A grade of C would reflect a minimal grasp of the assignments, poor organization of ideas and/or several significant areas requiring improvement. (6) **Grades between C– and F will be applied to denote a failure to meet minimum standards**, reflecting serious deficiencies in all aspects of a student’s performance on the assignment.

**VIII. REQUIRED AND SUPPLEMENTARY INSTRUCTIONAL MATERIALS AND RESOURCES**

**Required Textbook**

**Recommended Textbook**

**The required non-text readings will be available on ARES.** Access USC Library’s online reserves system, ARES, to view the required readings for 506 that are not included in the textbook. You will need your student email address and password to access the system: [https://usc.ares.atlas-sys.com/](https://usc.ares.atlas-sys.com/)
**Recommended Guidebook for APA Style Formatting**


**Recommended Websites**
National Association of Social Workers  
[http://www.naswdc.org](http://www.naswdc.org)

The Elements of Style—A Rule Book for Writing  

USC Guide to Avoiding Plagiarism  

*Note:* Additional required and recommended readings may be assigned by the instructor throughout the course.

**Course Overview**

<table>
<thead>
<tr>
<th>Unit</th>
<th>Topics</th>
<th>Assignments</th>
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<tbody>
<tr>
<td>1</td>
<td><strong>HUMAN BEHAVIOR IN THE SOCIAL ENVIRONMENT:</strong> A SOCIAL WORK PERSPECTIVE (Units 1–3)</td>
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<tr>
<td></td>
<td><strong>Course Overview/The Nature of Theories</strong></td>
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<tr>
<td></td>
<td>‣ Course and syllabus overview</td>
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<td></td>
<td>‣ Social work values and ethics</td>
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<td></td>
<td>‣ The nature of theories</td>
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<td></td>
<td>‣ Diversity spotlight</td>
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<td>2</td>
<td>Integrating Biopsychosocial Dimensions of Behavior:</td>
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<tr>
<td></td>
<td><strong>Systems and Ecological Theories</strong></td>
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<td></td>
<td>‣ Systems theory</td>
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<td></td>
<td>‣ Ecological perspective</td>
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<td></td>
<td>‣ Diversity spotlight</td>
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<td>3</td>
<td><strong>Neurobiology and Social Work</strong></td>
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<td>‣ Overview of brain structures and function</td>
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<td>‣ Neurological and biophysical development</td>
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<td>‣ Neuroscience and social work</td>
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<tr>
<td>Unit</td>
<td>Topics</td>
<td>Assignments</td>
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</table>
| 4    | THEORIES OF DEVELOPMENT AND BEHAVIOR IN CHILDHOOD, ADOLESCENCE, AND ADULTHOOD (Units 4–11) | Assignment 1  
In-class Quiz: |
|      | Biopsychosocial Development in Early Childhood                        |                 |
|      | › Developmental milestones 0–5                                         |                 |
|      | › Neurobiology and developmental implications of early life stress     |                 |
|      | › Diversity spotlight                                                  |                 |
| 5    | Personality Theories: Psychodynamic Theories                           |                 |
|      | › Classic psychoanalytic theory                                       |                 |
|      | › Ego psychology                                                       |                 |
|      | › Relational theory                                                   |                 |
|      | › Intersubjectivity theory                                            |                 |
|      | › Diversity spotlight                                                  |                 |
| 6    | Personality Theories, Continued: Attachment Theories                  |                 |
|      | › Traditional attachment theory                                       |                 |
|      | › Contemporary attachment theory                                      |                 |
|      | › Attachment and affect regulation                                    |                 |
|      | › Attachment and neurobiology                                         |                 |
| 7    | Biopsychosocial Development in School-Aged Children                   | Assignment 2    
In-class Quiz |
<p>|      | › Developmental milestones 6–12                                       |                 |
|      | › Peer acceptance                                                     |                 |
|      | › Self-concept                                                        |                 |
|      | › Models of moral development                                         |                 |
| 8    | Learning Theories: Behaviorism                                        |                 |
|      | › Classical conditioning                                              |                 |
|      | › Operant conditioning                                                |                 |
|      | › Diversity spotlight                                                  |                 |
|      | › Cognitive and moral development                                    |                 |
|      | › Social cognitive theory                                             |                 |
|      | › Social learning                                                     |                 |
|      | › Self-efficacy                                                       |                 |
|      | › Diversity spotlight                                                  |                 |</p>
<table>
<thead>
<tr>
<th>Unit</th>
<th>Topics</th>
<th>Assignments</th>
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</table>
| 10   | Biopsychosocial Development in Adolescence and Early Adulthood | Assignment 3  
In-class Quiz  
Assignments 3  
Assignment 4  
Case Analysis |
|      | Developmental milestones  
Neurobiology of adolescent behavior  
Models of early adult development  
Gender differences  
Neurobiology of subjective well-being, romantic love, and monogamy |
| 11   | Biopsychosocial Development in Middle and Older Adulthood | Assignment 4  
Case Analysis  
Assignments 4  
Assignment 5  
Written Assignment |
|      | Stereotypes about aging  
Attachment in older adults  
Biological development |
| 12   | THEORIES OF SOCIAL RELATIONS AND SOCIAL CONFLICT (Units 12–14) |  
Social Networks and Social Support  
Social support and biopsychosocial well-being  
Social networks and social service systems  
Social networks and social influence  
Social capital |
| 13   | Theories of Social Conflict and Social Identity | Assignment 4  
Case Analysis  
Assignments 4  
Assignment 5  
Written Assignment |
|      | Conflict theory  
Critical race theory  
Intersectionality  
Diversity spotlight |
| 14   | Neurobiology and Social Relations | Assignment 4  
Case Analysis  
Assignments 4  
Assignment 5  
Written Assignment |
|      | Neurobiology and politics  
Diversity spotlight:  
- Cultural neuroscience  
- Neurobiology of prejudice |
| 15   | COURSE REVIEW AND WRAP-UP | Assignment 4  
Case Analysis  
Assignments 4  
Assignment 5  
Written Assignment |
|      | Social work practice paradigm  
Social work values and ethics  
Theories of development and behavior |

STUDY DAYS/NO CLASSES  
FINAL EXAMINATIONS
# Course Schedule—Detailed Description

**HUMAN BEHAVIOR AND THE SOCIAL ENVIRONMENT: A SOCIAL WORK PERSPECTIVE (Units 1–3)**

## Unit 1: Course Overview: The Nature of Theories

<table>
<thead>
<tr>
<th>Topics</th>
<th>Month Date</th>
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</thead>
<tbody>
<tr>
<td>Course and syllabus overview</td>
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<tr>
<td>Social work values and ethics</td>
<td></td>
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<tr>
<td>Social work practice paradigm: biopsychosocial/person-in-the-environment</td>
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<tr>
<td>The nature of theories</td>
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<tr>
<td>Diversity spotlight: human behavior theory and the African American experience</td>
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</tbody>
</table>

This unit relates to course objectives 1, 4, and 5.

### Required Reading:


## Unit 2: Integrating the Biopsychosocial Dimensions of Human Behavior: Systems and Ecological Theories

<table>
<thead>
<tr>
<th>Topics</th>
<th>Month Date</th>
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<tbody>
<tr>
<td>Systems theory</td>
<td></td>
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<tr>
<td>Ecological perspective</td>
<td></td>
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<tr>
<td>Diversity spotlight: Risk and resilience—race, class, culture</td>
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</tr>
</tbody>
</table>

This unit relates to course objectives 2, 3, 4, and 5.

### Required Readings:

Boyd-Franklin, N., & Karger, M. (2012). Intersections of race, class, and poverty:


**Recommended Readings:**


**Unit 3: Neurobiology and Social Work**

**Topics**

- Overview of brain structures and functions
- Neurological and biophysical development
- Neuroscience and social work

This unit relates to course objectives 3, 4, and 5.

**Required Readings:**


Matto, H., & Strolin-Goltzman, J. (2010). Integrating social neuroscience and social


THEORIES OF BIOPSYCHOSOCIAL DEVELOPMENT AND BEHAVIOR IN CHILDHOOD, ADOLESCENCE, AND ADULTHOOD (Units 4–11)

Unit 4: Biopsychosocial Development in Early Childhood Month Date

Topics
- The neurobiology of stress
- Developmental implications of stress during early life and throughout the life span
- Diversity spotlight: racial differences in stress and birth outcomes

This unit relates to course objectives 2, 3, 4, and 5.

Required Readings:


Recommended Readings:


## Unit 5: Personality Theories: Psychodynamic Theories

### Topics
- Classic psychodynamic theories
- Relational theory
- Intersubjectivity theory
- Diversity spotlight: race/ethnicity and psychodynamic theory

This unit relates to course objectives 2, 3, 4, and 5.

### Required Readings:


**Recommended Readings:**


**Unit 6: Personality Theories, Continued: Attachment Theories**

**Topics**

- Classic attachment theory
- Contemporary attachment theory
- Attachment and affect regulation
- Attachment and neurobiology

This unit relates to course objectives 3, 4, and 5.

**Required Readings:**


**Recommended Readings:**


**Unit 7: Biopsychosocial Development in School-Aged Children**

**Topics**
- Developmental milestones
- Peer relations
- Self-concept
- Models of moral development
- Diversity spotlight: Sex differences in peer relationships

This unit relates to course objectives 2, 3, 4, and 5.

**Required Readings:**


Unit 8: Learning Theories: Behaviorism

Topics
- Classical conditioning
- Operant conditioning

This unit relates to course objectives 3, 4, and 5.

Required Readings:


Recommended Readings:


Topics
- Cognitive and moral development
- Social cognitive theory
  - Social learning
  - Self-efficacy
- Diversity spotlight: cultural context of learned behavior

This unit relates to course objectives 2, 3, 4, and 5.

Required Readings:


**Recommended Readings:**


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**Unit 10: Biopsychosocial Development in Adolescence and Early Adulthood**

**Topics:**

- Adolescence from a psychological and social perspective
- Neurobiology of adolescent behavior
- Stages of early adulthood
- Neurobiology of subjective well-being, romantic love, and monogamy
Diversity spotlight: women’s development; LGBTQQI identity development

This unit relates to course objectives 2, 3, 4, and 5.


**Recommended Readings:**


**Unit 11: Biopsychosocial Development in Middle and Older Adulthood**

<table>
<thead>
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<th>Topics</th>
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<tr>
<td>Models of adult development</td>
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<tr>
<td>Stereotypes about aging</td>
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<tr>
<td>Love and attachment in adults</td>
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</table>

This unit relates to course objectives 2, 3, 4, and 5.

**Required Readings:**


**Recommended Readings:**


**THEORIES OF SOCIAL RELATIONS AND SOCIAL CONFLICT**

(Units 12–14)

<table>
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<th>Unit 12: Social Networks and Social Support</th>
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<tr>
<td>Topics</td>
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<tr>
<td>Social support and biopsychosocial well-being</td>
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<td>Social networks and social service systems</td>
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<td>Social networks and social influence</td>
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<td>Social capital</td>
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This unit relates to course objectives 2, 3, 4, and 5.

**Required Readings:**


**Recommended Readings:**


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**Unit 13: Theories of Social Conflict and Social Identity**

**Topics**
- Conflict theory
- Critical race theory
- Intersectionality
- Diversity spotlight: social inequality

This unit relates to course objectives 2, 3, 4, and 5.

**Required Readings:**


**Recommended Readings:**


**Unit 14: Neurobiology and Social Relations**

Topics
- Neurobiology and prejudice
- Neurobiology and culture
- Neurobiology and politics

This unit relates to course objectives 2, 3, 4, and 5.

**Required Readings:**


**Recommended Readings:**

Unit 15: Course Review and Wrap-Up

Topics
- Social work ethics and theories: A review

This unit relates to course objectives 1–5.

Required Reading:

University Policies and Guidelines

IX. Attendance Policy

Students are expected to attend every class and to remain in class for the duration of the unit. Failure to attend class or arriving late may impact your ability to achieve course objectives, which could affect your course grade. Students are expected to notify the instructor by email (xxx@usc.edu) of any anticipated absence or reason for tardiness.

University of Southern California policy permits students to be excused from class for the observance of religious holy days. This policy also covers scheduled final examinations that conflict with students’ observance of a holy day. Students must make arrangements in advance to complete class work which will be missed, or to reschedule an examination, due to holy days observance.

Please refer to SCampus and to the USC School of Social Work Student Handbook for additional information on attendance policies.

X. Academic Conduct

Plagiarism—presenting someone else’s ideas as your own, either verbatim or recast in your own words—is a serious academic offense with serious consequences. Please familiarize yourself with the discussion of plagiarism in SCampus in Section 11, Behavior Violating University Standards (https://scampus.usc.edu/1100-behavior-violating-university-standards-and-appropriate-sanctions/). Other forms of academic dishonesty are equally unacceptable. See additional information in SCampus and university policies on scientific misconduct, http://policy.usc.edu/scientific-misconduct/.

Discrimination, sexual assault, and harassment are not tolerated by the university. You are encouraged to report any incidents to the Office of Equity and Diversity (http://equity.usc.edu/) or to the Department of Public Safety (http://capsnet.usc.edu/department/department-public-safety/online-forms/contact-us). This is important for the safety whole USC community. Another member of the university community—such as a friend, classmate, advisor, or faculty member—can help initiate the report, or can initiate the report on behalf of another person. The Center for Women and Men (http://www.usc.edu/student-affairs/cwm/) provides 24/7 confidential support, and the sexual assault resource center webpage (sarc@usc.edu) describes reporting options and other resources.

XI. Support Systems

A number of USC’s schools provide support for students who need help with scholarly writing. Check with your advisor or program staff to find out more. Students whose primary language is not English should check with the American Language Institute (http://dornsife.usc.edu/all), which sponsors courses and workshops specifically for international graduate students. The Office of Disability Services and Programs (http://sait.usc.edu/academicsupport/centerprograms/dsp/home_index.html) provides certification for students with disabilities and helps arrange the relevant accommodations. If an officially declared emergency makes travel to campus infeasible, USC Emergency Information (http://emergency.usc.edu/) will provide safety and other updates, including ways in which instruction will be continued by means of blackboard, teleconferencing, and other technology.
XII. **STATEMENT ABOUT INCOMPLETES**

The grade of Incomplete (IN) can be assigned only if there is work not completed because of a documented illness or some other emergency occurring after the 12th week of the semester. Students must NOT assume that the instructor will agree to the grade of IN. Removal of the grade of IN must be instituted by the student and agreed to be the instructor and reported on the official “Incomplete Completion Form.”

XIII. **POLICY ON LATE OR MAKE-UP WORK**

Papers are due on the day and time specified. Extensions will be granted only for extenuating circumstances. If the paper is late without permission, the grade will be affected.

XIV. **POLICY ON CHANGES TO THE SYLLABUS AND/OR COURSE REQUIREMENTS**

It may be necessary to make some adjustments in the syllabus during the semester in order to respond to unforeseen or extenuating circumstances. Adjustments that are made will be communicated to students both verbally and in writing.

XV. **CODE OF ETHICS OF THE NATIONAL ASSOCIATION OF SOCIAL WORKERS (OPTIONAL)**

Approved by the 1996 NASW Delegate Assembly and revised by the 2008 NASW Delegate Assembly [http://www.socialworkers.org/pubs/Code/code.asp]

**Preamble**

The primary mission of the social work profession is to enhance human well-being and help meet the basic human needs of all people, with particular attention to the needs and empowerment of people who are vulnerable, oppressed, and living in poverty. A historic and defining feature of social work is the profession’s focus on individual well-being in a social context and the well-being of society. Fundamental to social work is attention to the environmental forces that create, contribute to, and address problems in living.

Social workers promote social justice and social change with and on behalf of clients. “Clients” is used inclusively to refer to individuals, families, groups, organizations, and communities. Social workers are sensitive to cultural and ethnic diversity and strive to end discrimination, oppression, poverty, and other forms of social injustice. These activities may be in the form of direct practice, community organizing, supervision, consultation administration, advocacy, social and political action, policy development and implementation, education, and research and evaluation. Social workers seek to enhance the capacity of people to address their own needs. Social workers also seek to promote the responsiveness of organizations, communities, and other social institutions to individuals’ needs and social problems.

The mission of the social work profession is rooted in a set of core values. These core values, embraced by social workers throughout the profession’s history, are the foundation of social work’s unique purpose and perspective:

- Service
- Social justice
- Dignity and worth of the person
- Importance of human relationships
- Integrity
- Competence
This constellation of core values reflects what is unique to the social work profession. Core values, and the principles that flow from them, must be balanced within the context and complexity of the human experience.

**XVI. COMPLAINTS**

- If you have a complaint or concern about the course or the instructor, please discuss it first with the instructor. If you feel you cannot discuss it with the instructor, contact the Lead Instructor for further guidance: For on-ground students—Sara Jimenez McSweyn, LCSW, mcsweyn@usc.edu; for VAC students—Dr. Tyan Parker Dominguez, tyanpark@usc.edu. If you still do not receive a satisfactory response or solution, contact your advisor or Joshua Watson, director of Student Affairs at jjwatson@usc.edu.

**XVII. TIPS FOR MAXIMIZING YOUR LEARNING EXPERIENCE IN THIS COURSE**

- Be mindful of getting proper nutrition, exercise, rest, and sleep!
- Come to class.
- Complete required readings and assignments BEFORE coming to class.
- BEFORE coming to class, review the materials from the previous unit AND the current unit, AND scan the topics to be covered in the next unit.
- Come to class prepared to ask any questions you might have.
- Participate in class discussions.
- AFTER you leave class, review the materials assigned for that unit again, along with your notes from that unit.
- If you don't understand something, ask questions! Ask questions in class, during office hours, and/or through e-mail!
- Keep up with the assigned readings.

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*Don’t procrastinate or postpone working on assignments.*